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## THE FUNCTION OF THE NEGRO COLLEGE.

There is at the present time so widespread a discouragement of the higher education of colored youth, that it might seem absurd to discuss the contents of a curriculum the wisdom of whose very existence is seriously called in question. One is reminded of Stanley's men in the forests of Africa, who, when threatened with starvation, amused themselves by composing fancy bills-of-fare containing choice European viands.

In proposing a scheme of education for the Negro, we should mainly consider (1) the educational constants which admit of no variation on account of ethnic peculiarities, and (2) the aptitude and social situation of the class prescribed for. The ground-work of education cannot be modified to meet the variant demands of race or color, previous conditions or present needs. The general processes of discipline and culture must form a fixed and unalterable part of any adequate educational programme. On the other hand, there is quite a wide latitude of accommodation for special needs and social circumstances in what might be called the practical aspect of education. There has recently sprung up a class of educational philosophers who would restrict the term "practical education" to those forms of knowledge or formulas of information which can be converted into cash equivalent on demand. The truth is, that all knowledge which enables the recipient to do with added efficiency the work which falls to his lot in this world, whether that work be tilling the soil or plying a handicraft, healing the sick or enlightening the ignorant, uplifting the lowly or administering spiritual solace, is "practical" in the highest and best significance of that term.

In an ideal system of education, no two persons would receive identical treatment. There is always a wide margin of individual aptitude or predilection. It is no disparagement of any class to say that its needs differ from those of another class. The curricula of our Negro colleges were taken bodily from the best New England schools of thirty years ago; and in view of the fact that these prototypes have been radically modified by the urgency of present

day demands, it ought not to be surprising if they prove for the Negro to be a slight mis-fit. The trend of educational tendency is more and more toward the practical things of the present. The introduction of the elective system has been influenced mainly by this motive. The wisely directed youth pursues his academic course with direct reference to the end in view, as steadily as the hunter keeps his sight level on his game. Traditional branches of study have lost much of their talismanic value. The so-called higher education is no longer confined to the classic tongues of two famous far-off peoples. The pedagogical watch-word is *method* rather than subject-matter. The higher method of inquiry and investigation can be applied to the growing roots of living plants as well as to the dry stems of a dead language. The problems growing out of the population of Alabama or Florida are as intricate in their relation and as far-reaching in their consequence, and, withal, as important a subject for study, as any ever involved in the European peninsulas.

Courses of study intended for colored students should be interpretable in terms of their needs and obvious mission. The chief function of the educated Negro is to disseminate knowledge, in simplified form, among the masses of his race. Productive scholarship will hardly fall to his lot for many generations to come. This is not said in disparagement of his ability, but because of his limited range of opportunity, and his proscriptive circumstances. Scholarship thrives by social stimulus, leisure, cultivated contact, or affiliation with great institutions. None of these conditions applies to the Negro at the present time. No one can doubt that there are individual members of the colored race who take rank with the best Aryan youth according to any approved test of capacity. But when the two take their respective places in society, they go up and down on the scale of opportunity, as two figures of equal intrinsic value gain or lose in power by their local setting on different sides of the separatrix in the decimal notation. The educated Negro youth, then, is not to explore, but to interpret and apply. He must partake of the mysteries of knowledge, and show them unto the masses in such simple forms as they can understand and utilize. But if this is to be the chief mission of the educated Negro, why waste time and money in initiating him in "the traditional culture of the Aryan race"? It is well known that in order to interpret a formula to others,

one must have a knowledge of its underlying principles as well as a practical facility of manipulation. It is conceivable that a sea captain might be able to determine the bearings of his ship, without understanding the mathematical mysteries of astronomy and geodesy; but he would make a very poor teacher of the principles of navigation. The attempt to apply formulas without basal knowledge leads to the embarrassment of the ship's captain who was also ambitious to play the rôle of physician. He carried on his voyage a medical chest filled with drugs to be administered by number according to well-known symptomatic indications. The complaint of a sailor called clearly for No. 15; but that drug being exhausted, the good captain administered a compound of Nos. 7 and 8, with the result that the patient died.

It is especially dangerous to equip members of a backward race with the forms and terminology of a higher civilization, and send them forth as guides and philosophers of the masses. There is a lack of that steadiness and poise which come from heredity and the sobering influence of rational environment. The result is apt to be sham shallowness and showy pretence. The blind led by the blind are, to say the least, as fortunate as the blind led by the bigoted. The writer has seen a circular issued by a young man, scarcely thirty years of age, the sum total of whose knowledge would be scarcely equal to that of a Yale sophomore, who advertises himself as Rev. ———, A.M., B.D., Ph.D., D.D. It is more than likely that the majority of the congregation of this over-bedecked preacher can neither read nor write. What these humble people need is sound knowledge and simple sense.

The social separation of the races in America renders it imperative that the professional classes among the Negroes should be recruited from their own ranks. Under ordinary circumstances, professional places are filled by the most favored members of the most favored class in the community. In a Latin or Catholic country, where the fiction of "social equality" does not exist, there is felt no necessity for Negro priest, teacher, or physician, to administer to his own race. But in America this is conceded to be a social necessity. Such being the case, the Negro leader, to use a familiar term, requires all the professional equipment of his white confrere, and a special knowledge of the needs and circumstances of



his race in addition. The teacher of the Negro child, the preacher of a Negro congregation, or the physician to Negro patients, certainly require as much professional knowledge and skill as those who administer to the corresponding needs of the white race. Nor are the requirements of the situation one whit diminished because the bestower is of the same race as the recipient.

Those who argue that the money and effort already bestowed upon the higher education of the Negro have been wasted, not only shut their eyes to the value of demonstrated results, but show a shallow knowledge of sociological exactions.

For professional needs alone, the situation calls for at least one well-educated person in every two hundred of the Negro population. There is no provision whereby these persons can be qualified for their function except through the much-abused Negro college. The mere rudiments of knowledge and practical handicraft, as useful as these are in their place and for their purpose, cannot qualify the recipient for the higher function, which is of equal, or rather of superior, importance.

The curriculum of the Negro college should embrace those subjects which lead (1) to discipline, (2) to culture, and (3) to a knowledge of the facts and factors of racial life. The two main points of variance from the ordinary curriculum should be the inclusion of racial knowledge and the practical exclusion of speculative branches. One need not be a disciple of Auguste Comte, with a one-sided leaning to things positive, to appreciate the fact that such subtle subjects, for lack of definite setting and statement, are apt to bewilder and confuse rather than to simplify and elucidate. They lead too far away from the lowly life of the masses, in terms of which all useful knowledge must be interpretable. Negro youth need training in exactitude of thought. No one who is acquainted with the race can fail to be impressed with its loose and slovenly modes of reasoning. The fanciful and flighty, the ornate and extravagant, are given preference over the straightforward and direct. This erratic tendency can be corrected, to a great extent, by the rigid discipline of the elementary mathematics, which demand a simple, straightforward, candid, unwavering method of procedure in order to reach the required result. What has been said about habits of thought will apply also to plans and methods of work, — or, better still, to ways of handling

things. The Negro has never engaged in pursuits that demanded nice adaptation of means to ends. His methods, therefore, are awkward and clumsy. The Negro workman is regarded as simply "a hand," — neither the intellect nor the sensibilities nor the will being demanded in the accomplishment of his crude task. Hence, a form of training which requires the coöperation of bodily and mental faculties becomes a prime prerequisite. The value of such training, it will be conceived, is wholly indifferent to the special vocation which the student may follow in after life. For science, method, and skill are equally demanded in all callings if one would gain efficiency and success. Herein consists the strong argument for industrial education. But the laboratory method, which has been introduced in almost every department of science, has robbed so-called industrial training of much of its exclusive educational value. Work in wood and iron and in the mechanical trades furnishes by no means the only facility of dealing with concrete problems, or of applying thought to things. A course in chemistry requires as much deftness as a course in carpentry. In botany, zoölogy, and physics, the student works out results according to formulated plan as surely as does the mechanic in a machine-shop. The Negro college, then, needs to lay added stress upon the scientific side of the work. This is the weak spot in most of such institutions.

Rational enjoyment through moderation is perhaps as good a definition as can be given of "culture." The Negro race is characterized by boisterousness of manners and extravagant forms of taste. As if to correct such deficiencies, their higher education hitherto has been largely concerned with Greek and Latin literature, the norms of modern culture. The advanced Negro student became acquainted with Homer and Virgil before he had read Shakespeare and Milton. It is just here that our educational critics are apt to become excited. The spectacle of a Negro wearing eye-glasses, and declaiming in classic phrases about "The walls of lofty Rome" and "The wrath of Achilles," upsets their critical balance and composure. We have so often listened to the grotesque incongruity of a Greek chorus and a greasy cabin, and the relative value of a piano and a patch of potatoes, that if we did not join in the smile in order to encourage the humor, we should do so out of sheer weariness.

And yet we dare affirm that the study of

Latin and Greek has had a wholesome influence in starting lofty ideals and stimulating noble aspiration among the Negro peoples. Of course, Negro schools must share in the general relative decline of classic studies. But it would be a sad day for the race if its youth were shut out from the treasury of cultural wealth contained in the storehouse of classical literature.

While the Negro college has many features in common with the academic world in general, its chief distinctive function is to direct and dominate the higher life of the race. The Negro is in a peculiar sense dependent upon the school for the higher forms and nobler modes of life. The school is, or has been, well-nigh the only diffusive source of light. The curriculum, therefore, should be concerned largely with the conditions of that life whose destiny it is its chief function to influence. These colleges should be centres of social knowledge, where men of consecration and of sound discernment should speak the word needful with such simplicity and sense that the people would hear them gladly. This would be in no sense a derogation of academic dignity; for knowledge which ultimates in social service reaches its highest effective level.

Sociology is fast becoming a staple part of our college curricula. The Negro problem just now is of supreme sociological importance. Dr. Alderman, in a recent number of "The Outlook," has set forth with much point and pith the value of this branch of study to the white youth of the South. What was there said concerning the importance of this subject to Southern white youth applies also, or rather all the more, to Negro youth. Of course we cannot follow Dr. Alderman when he says that the education of one white man is worth more to the Negro race than the education of ten blacks, — any more than we should agree with the assertion that the feeding and clothing of one white man is of more importance to the Negro than like benefits bestowed upon a dozen members of his own race. To put the proposition in a concrete form, it devolves upon Dr. Alderman to point out any particular white man whose scholastic training would be worth more to the Negro race than that of R. R. Wright or W. E. B. DuBois.

Every Negro who assumes leadership has to deal with vital sociological questions. Those who must direct others along lines of civic duty and social righteousness should have some formal training as to the factors with which

they must deal. Atlanta University, through its chair of sociology and the publications proceeding from its annual conferences, is meeting this requirement in a commendable measure. Aside from this, and some simple sociological work recently inaugurated at Howard University, there seem to be no other Negro colleges working along these lines. The motto inscribed over the entrance to the temple at Delphi conveys a special meaning to the Negro student of the present day — "Know Thyself."

The true principle of education would carry the pupil outside of himself and the narrow circle of selfish interests to the contemplation of questions of universal import and worldwide consequence; on the other hand, he should not be allowed to roam so far a-field that he cannot be instantly recalled, if need be, to the things that appertain to his own environment. The curricula of Negro colleges should preserve a just balance between these principles.

KELLY MILLER.

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#### THE LOST TEACHER.

Are we so method-mad that we are beginning to leave out the personal equation in our educational problem? Or is there really no place in our hard and elaborate system for aught except machinery?

Where are our great teachers? Where can we find the light, the force, the blood, the spirit, the atmosphere, which those of us who have reached mature years remember so well from our early school experiences? This was the true individualism in education, — not the kind that you may dig up out of the desert of a text-book, or from the cant phrase, growing more inconsequent at every repetition, that you hear tossed from the lips of one educator to another.

These were the makers of men. You cannot go anywhere in English history without meeting them. They show against the horizon figures as clear-cut as poet, or statesman, or fighting man. You turn over the old pages and come across the old Homeric pictures that put heart into us all: Bede, and Wycliffe, and Ascham, and many another both wise and gentle; Thomas Arnold, standing in the dusk of Rugby chapel, a throng of young faces upturned toward him; Edward Benson, bidding farewell to his soldiers' sons in the gloom of a rainy autumn afternoon; Dr. Coit, churchman, scholar, gentleman; Dr. McCosh, that large-fibred, fiery soul, the glory and the crown of Princeton.

The slovenly and indefinite cannot compass success, and therefore it is certain that these men did not approach their teaching in a haphazard fashion; yet, whatever method or system they employed was

subservient to their own personality, and behind each method glowed the august and militant soul of the master. Their deepest interests were not with things but with humanity.

Such a man, teaching history, shall deliver an apostolic message to his pupils. The story of a race shall be to them a large rendering of the story of life; and literature, with its subtleties and poetries of an ampler speech, and with its clarity of vision, shall be a re-telling of the narrative. And each daily task shall prove itself to be made of the same stuff out of which are woven the divine toils of heaven.

We follow men, not things. Life is first of all a question of teachers. It deals elementally, not with a series of mental processes by which certain data are stored in the mind, but with the great fact of character, with those myriad delicate yet virile substances that reach out and grasp the immortal man. Vital contact with life, with the world, in other words, with those teeming forces that tend to create a robust man or woman, is the chief necessity of maturing youth. Set such a robust personality before it, and it will recognize a leader, a warm, strong presence, to which it may bring its aspirations and inspirations, and to which, in other and harder years, it shall be indebted for a regenerating influence.

Are text-books, and summer courses, and pedagogical pamphlets and methods, to be pushed to the front, and the teacher to the rear? Are our schools, public and private, our conventions both state and national, to discuss papers on spelling, and papers on geography, and papers on mathematics, with theory upon theory concerning the whole curriculum of study, and be void of one sound, wholesome, downright word in regard to what is above and beyond all these?

Drill, routine, mental adroitness, photographic attention to detail, are serviceable things in their way, and he who fails to recognize their value takes but a parochial view of education; yet none of these strikes at the heart of the matter. It is *personality* that does this; for that only can guide, lead, and control. A machine, expert though it be, has the defects of machinery. Through some cog, or crank, or wheel within a wheel, through the little more or the little less in its multitudinous wires and coils, it may prove both inexorable and ineffectual in a moment of direst need. But *character* remains. The beginning and the end of education is the teacher.

LIZETTE WOODWORTH REESE.

MESSRS. DOUBLEDAY, PAGE & Co. are about to publish, in two volumes, the lectures of Sidney Lanier on "Shakspeare and his Forerunners." It is a little surprising to learn that Lanier left the manuscript of these studies in a shape sufficiently finished for publication, and we look forward with no slight interest to the appearance of a work which cannot fail to prove stimulating and suggestive, although now possibly a little old-fashioned in its scholarship.

## The New Books.

### THE HERO OF ALIWAL.\*

In the "Book of Snobs," at the close of the chapter on Military Snobs, occur these words: "Let those civilians who sneer at the acquirements of the Army read Sir Harry Smith's account of the Battle of Aliwal. A noble deed was never told in nobler language. . . . The men who perform these deeds with such brilliant valour, and describe them with such modest manliness — *such* are not Snobs. Their country admires them, their Sovereign rewards them, and *Punch*, the universal railer, takes off his hat and says, Heaven save them!"

The relief of Ladysmith, two years or more ago, made the world familiar with the name at least of Lady Juana Smith, and with that of her husband, Sir Harry Smith, whose name and fame are also commemorated in the South African town of Harrismith. Henry George Wakelyn Smith — we spare the reader a string of details and squeeze a life of seventy-three years into a single sentence — was born in 1787 (incorrectly given in the biographical dictionaries as 1788), early entered the army, served in South America, Spain, the United States, at Waterloo, in Jamaica, Ireland, South Africa, India, and closed his active career as governor of Cape Colony, dying in 1860, eight years after his return to England.

The Autobiography, just published in two large volumes, comes down only to 1846, but is supplemented by letters and diaries, and by the narrative of the editor, Sir Harry's grand-nephew. The old soldier tells his story with much of the dash and fire that marked his onslaughts on an enemy's position. There are no flowers of rhetoric, and yet one suspects it is not always a plain, unvarnished tale he sets before the reader. The editor says, however, that it was the writer's purpose to supply material for some novelist — probably Charles Lever — to work up in the form of romance. A nibble here and there at Sir Harry's not over-bashful account of his exploits will give us a mental picture of the man. Speaking of his Peninsular campaign of 1810, when he was

\* THE AUTOBIOGRAPHY OF LIEUTENANT-GENERAL SIR HARRY SMITH, Baronet of Aliwal on the Sutlej, G.C.B. Edited, with the Addition of some Supplementary Chapters, by G. C. Moore Smith, M.A. In two volumes, illustrated. New York: E. P. Dutton & Co.



serving as lieutenant under General Craufurd, he says:

"Many are the hairbreadth escapes my Hussars and I had, for we were very daring; we were never two nights in the same place. One night at Villa de Ciervo, where we were watching a ford over the Agueda, two of my vedettes (two Poles elegantly mounted) deserted to the enemy. The old sergeant, a noble soldier, came to me in great distress. 'O mein Gott, upstand and jump up your horse; she will surely be here directly!' I was half asleep, with my horse's reins in my hand, and roared out, 'Who the devil is she?' 'The Franzosen, mein Herr. Two d—d schelms have deserted.' . . . At daylight we saw fifty French dragoons wending their way on the opposite bank to the ford. I immediately got hold of the *padre* and *alcalde* (priest and magistrate), and made them collect a hundred villagers and make them shoulder the long sticks with which they drive their bullock-carts and ploughs, which of course at a distance would resemble bayonets. These villagers I stationed in two parties behind two hills, so that the 'bayonets' alone could be seen by the enemy. . . . The enemy were deceived and rapidly retired, and I saved the village from an unmerciful ransacking, to the joy of all the poor people."

In an assault on Ciudad Rodrigo, young Smith, who was of dark complexion and slight build, was mistaken for a Frenchman by a fellow-soldier, a "big, thundering grenadier," who seized him by the throat like a kitten and would have ended his career then and there had not poor Harry found breath enough to gasp out a vigorous Anglo-Saxon oath, which saved his life. A bit of romance relieves the horrors of the slaughter at Badajoz. A young girl of noble blood, Juana Maria de los Dolores de Leon, fled with an elder sister to the English camp, seeking refuge from the lawless soldiery. Young Smith was fired with love at the sight of beauty in distress; he took the girl under his protection, won her heart, and ere long married her. The union was crowned with happiness, though unblest with offspring. In recalling this first meeting with the lovely Juana, her soldier-husband waxes dithyrambic, and his passion runs away with his syntax—to the infinite credit of his honest heart.

Of the taking of Washington by the British, in 1814, we read:

"Suffice it to say we licked the Yankees and took all their guns, with a loss of upwards of 300 men . . . and we entered Washington for the barbarous purpose of destroying the city. Admiral Cockburn would have burnt the whole, but Ross would only consent to the burning of the public buildings. I had no objection to burn arsenals, dockyards, frigates building, stores, barracks, etc., but we were horrified at the order to burn the elegant Houses of Parliament and the President's house. . . . I shall never forget the destructive majesty of the flames as the torches were applied to beds, curtains, etc. Our sailors were artists at the work."

Harry Smith's famous ride, on the outbreak of the Kaffir war of 1835, from Cape Town to Graham's Town,—700 miles in six days, over a rough and roadless country,—is still remembered. Eleven years later his brilliant charge against the Sikhs, at the battle of Aliwal, brought him his baronetcy and the grand cross of the Bath, and led to his appointment as governor of Cape Colony. His removal thence by Lord Grey for alleged inefficiency in suppressing Kaffir hostilities was attended with circumstances most trying to a man of spirit; but he met the bitterness of recall with a magnanimity worthy of all praise. His old master in war, the Duke of Wellington, openly defended him in the House of Lords, and the people stood by him. Returning to London, he met the colonial secretary with a fine resolve not to pose as a man with a grievance.

In our estimate of his character as revealed in his Autobiography, we can well believe, with his kinsman and editor, that his faults were those of a generous nature unwilling to suspect evil in others. His impetuosity, his warmth of language under provocation, his disregard of the value of money, and his touch of bravado, only endear him the more to the reader. His horror of the cruelties of war finds frequent expression. "Civilized man," he says, "when let loose and the bonds of morality relaxed, is a far greater beast than the savage, more refined in his cruelty, more fiend-like in every act"; and again, almost in Sherman's well-known words, "The seat of war is hell upon earth." But there is something smile-provoking in the following reference to British losses at Aliwal: "Human life once extinct is in this world gone, and how gratifying it is under Divine Providence to feel that not a soldier under my command was wantonly, unnecessarily, or unscientifically sacrificed to his country!"

Walter Bagehot's complaint that so few good books are written because "an author's life is a vacuum," finds no support in Sir Harry Smith's stirring chronicle. A mass of military detail, often tiresome to a civilian, it certainly contains, but of padding and book-making no remotest reminder. The parts relating to South Africa are perhaps most pertinent to the times, and will call forth reflections concerning British colonial policy, from which we here refrain.

PERCY FAVOR BICKNELL.



## STUDENT, COLLEGE, AND CHARACTER.\*

The college student is a perennially interesting individual. His microcosm, in which he disports himself according to time-honored traditions and privileges, offers an entertaining spectacle alike from the auditorium and from the stage. There is a recognizable sameness about it all, as there is about many of the things of life that grow out of the inherent human traits pertaining to any of the seven ages of man. College generations pass rather quickly, and the alumnus of a dozen years' standing, on revisiting his alma mater, feels that the student of to-day is of a generation that knew not Joseph and is equally innocent of many other of the things that for him remain the permanent possession of his college life. If the alumnus becomes a professor, or for any other reason remains in touch with the evolving conditions of college affairs, he obtains a wider and more intimate view of things, and sees useful growth with gains and losses, wider opportunities, and possibly less enthusiasm or stimulus in their pursuit. For the professional student of students, and for the encouragingly large portion of the public that takes a real and helpful interest in the problems which professional educators have to meet, as well as for the student himself, it is natural and proper that a literature should be offered setting forth the wisdom of experience, the advocacy of reform, the goal of endeavor, the desirability of newer and truer ideals.

In the group of volumes that form a chance acquaintance upon the reviewer's table we find the genial and realistic reflections of the Dean of Harvard, the somewhat paternal counsel of a former college president, the professional contribution of a student of education, the practical conclusions of a physician who is at once guide, philosopher, and friend, and the thoughtful appeal of one who combines with technical training in science the zeal of a social reformer and the inspirational forcefulness of a high-minded idealist. It may well be that

these various contributions, in spite of their differences of motive and design, reflect a common interest in the trends of present-day education, and so meet on common ground. They have at all events a sufficient community of content and import to warrant a composite notice.

The most objective of the volumes is that of Professor Sheldon, whose work forms one of the well known series of books on educational topics edited by Mr. W. T. Harris. Here the student is presented and described as to genus and species and habitat and manner of life. From his appearance in the universities of mediæval Europe, through the further differentiation of those institutions in fulfilment of various national characters and fortunes, to his transplantation on American soil, first as dependent on home traditions, and then as a member of more independent foundations, the origin of the American college student is traced and the varieties of his likeness and unlikeness to his European cousins set forth. In the main, the American student is the hero of the play, and remains on the stage through all but the earlier chapters. All of his characteristic institutions are described,—his class system, his debating societies, his fraternities, his athletics, his social, literary, religious, and other organizations. He is, indeed, a member of a complicated body politic, and has his trials and tribulations, his conflicts with authority, and his occasions for the display of valor and proficiency. Strange to say, coeducation is almost entirely ignored. This kind of information in regard to the college student has not been conveniently available before, and it is fortunate that it has now been made so. Yet the story is by no means a mere narrative. It contains instructive incidents, some amusing, others rather discouraging, yet in the main helpful and significant. The student cannot be successfully dealt with without understanding his nature; and a knowledge of what he has been in former days and what his interests are to-day is indispensable to a right direction of his wholesome impulses and the successful encounter with his more alarming frailties. Mr. Sheldon's judicial review of the facts of the case may prevent theorizing on false basis, and may prove serviceable to the student of educational tendencies.

Dean Briggs has collected a few of the attractive essays which he has lately contributed to the pages of the "Atlantic Monthly" and

\*STUDENT LIFE AND CUSTOMS. By Henry D. Sheldon. (International Education Series.) New York: D. Appleton & Co.

SCHOOL, COLLEGE, AND CHARACTER. By Le Baron Russell Briggs. Boston: Houghton, Mifflin & Co.

THE COLLEGE STUDENT AND HIS PROBLEMS. By James Hulme Canfield. New York: The Macmillan Co.

MENTAL GROWTH AND CONTROL. By Nathan Oppenheim. New York: The Macmillan Co.

EDUCATION AND THE LARGER LIFE. By C. Hanford Henderson. Boston: Houghton, Mifflin & Co.

to other periodicals in a volume well entitled, "School, College, and Character." The tone of the volume is as thoroughly sound as it is agreeable and sincere. The author takes us into his confidence and reveals the sidelights of a Dean's professional experiences. He modestly tells us that his book is "not a full orchestra, but a harp with two strings, which the harper twangs as long as the audience will put up with him." Yet he produces far more pleasing effects with simple means than the more ambitious but less skilful performer on a more complicated instrument. The tunes that he plays have some life to them, and, it is hoped, will not pass in at one ear and out at the other. Educators are apt to make too much of the technique of their profession, with a consequent wearying shop-talk when they come together. It is the vitalizing touch of a man who observes with keen vision and a deeply human interest that sparkles in Mr. Briggs's pages. "Fathers, Mothers, and Freshmen" will be equally benefitted by reading the whole volume and not alone the essay devoted to them more particularly. "College Honor" offers a fertile theme, and its irrational vagaries are well portrayed. The whole volume suggests the growing attention which is being given to the moral purpose of education, and therein lies the specific value of what Dean Briggs has to say.

Mr. Canfield, now Librarian of Columbia University, writes the first volume of a "Personal Problem Series" which the publishers introduce with the purpose of doing for present-day needs what the unreadable books of counsel of many decades ago presumably accomplished for their own more serious and less distracted generation. This is a most delicate task. That young people need both advice and influence no one will deny; and he who finds within himself the call to that function enlists his energies in a righteous cause. Yet there is a large amount of ineffective preaching done, and publishers do not clamor for sermons wherewith to add attraction to their "announcements." There is doubtless a considerable body of young men and women who might profit by the things that Mr. Canfield has set down for their benefit; and if they chance to read his pages, which is about as likely as that the persons who need the sermon will be part of the congregation, his efforts will not be in vain. And yet, without disparaging unduly a worthy effort, it must be confessed that no great expectations can be aroused

by this type of advice and exhortation. Many young men and young women will resent this form of counsel, as assuming on their part an ignorance and immaturity which may occur, but is hardly typical; others will resent the persistency of the guidance which is offered, and turn, as they would in life, to some more attractive form of encouragement that leads and does not drive. Mr. Canfield's book impresses one as the work of a capable student who has set himself a task for which his temperament is not suited. One is tempted to recall the comment of a rustic sage upon the address of a successful politician. He admitted the excellence of the address, and that the man was a good speaker; yet he added that a better speaker would have given that speech differently, and a really great speaker would not have made the speech at all.

Dr. Oppenheim's book is the second volume of the same series, and has a similar purpose. The author is favorably known for his contributions to the psychology and physiology of childhood, and has been particularly fortunate in the composition and the leading *motifs* of what he has chosen to say. He seems to come easily and naturally by the gift of pertinent counsel, and rarely commits the fault of overdoing good advice. His self-restraint and reserve in keeping a tempting subject from overflowing its natural boundaries adds to the judicious poise of his several chapters. Dr. Oppenheim gives his readers some sufficiently definite and equally elastic principles for the guidance of the intellectual life, and the victory over self without which true success is conspicuously defective. He preaches well and to the point, and is likely to hold his hearers. He has no system to defend, no mechanical routine that leads to success, but well-expressed principles based on well-established foundations. If one reflects upon the vast amount of foolish schemes for securing the good things of life that are scattered broadcast over this supposedly enlightened land, and compares the total mass of these with the small output of wholesome and rational attempts to formulate, for those who need it and can profit by it, some of the essential rules for setting the compass of life and keeping the craft in seaworthy condition, one is naturally disposed to exaggerate the value of a book like this. It is a readable, capable, and timely essay, with a theme vital to all who are not too old or too depraved to improve.

Mr. Henderson's book is more profound,

more thoughtful, and more ambitious than any of the others. It is likewise more difficult to reproduce in spirit or content. Its main value lies in its sincere and inspiring idealism. However closely we may sympathize or however widely differ from the views which the author sets forth, the sympathy with his zeal, his unusual insight, his enthusiasm for an ideal democracy of opportunity, and with his able expression of his ideals, will always remain to right-minded readers. It is in many ways a notable book. Mr. Henderson protests against many of the things that we do in the name of education, and bemoans the neglect of many of the things that we leave undone. His stock-taking of the valuable possessions of humanity, and in particular of the American people, is not likely to encourage the advocates of a triumphant spread-eagle democracy. Many of the most serious efforts of mankind are to Mr. Henderson appalling and systematic wastes of time. He does not enthuse over the ability to shout the price of pork from Chicago to New York, or the making of ten bad pieces of furniture in Grand Rapids in the same time that it took to make one good piece a hundred years ago. We fail to measure aright the good things of life because we fail to apply the right standards. Human power, human happiness may or may not be advanced by what we are pleased to speak of as improvements. And the application of all this to the problems of education is quite direct; for the purpose of education, when interpreted by these principles, is nothing less than the guidance of life in all its aspects, the establishment of the social purpose of humanity. It would, however, be a pity to mar the profit or the enjoyment of this volume to the prospective reader by attempting to reproduce its message. Mr. Henderson writes as one with a vital message, and with the power to plead his cause powerfully, sincerely, effectively. It is a good thing, — it is often an epoch-making thing, — for a nation or an individual to revise its creed of experience, to shake or strengthen its traditional convictions. It is no small service to be able to effect this or to set the ferment in motion. For many minds this is just what Mr. Henderson's volume may accomplish. We are all more or less in the woods, and fail to see the forest for the trees. A helpful shout from a kindly fellow-traveller may restore confidence in the way we have chosen, or lead us to consider a change of route before it is too late.

JOSEPH JASTROW.

#### EDUCATION AND POLITICS.\*

It must be confessed that the title of President Hadley's collection of essays is a most appropriate one. It would be difficult to find a title which would more satisfactorily characterize the volume, made up as it is of discussions relating to economics, politics, ethics, political education, higher education, and school education. These essays furnish many examples of Mr. Hadley's ability to present strong thought in a clear and forcible manner.

The first paper, on "The Demands of the Twentieth Century," furnishes the means for comparing the opportunity which lies before the American citizen of to-day with that which confronted the Puritans. The point of comparison is an apt one. Shall the next generation do its work in the spirit of the adventurer, or in the spirit of the Puritan? Perhaps no one else has shown more clearly the situation as it exists to-day in reference to the standards of political morality, as compared with those of personal morality and commercial morality. The low standards of political morality are represented as due to defect in public judgment rather than to weakness in individual character. In other words, we are ignorant of the particular virtues, the exercise of which will secure the proper development of organized society. The time should come, and doubtless will come, when a country like ours will attain that conception of public attitude which is inspired by a sense of moral obligation rather than one bound by legality alone.

Mr. Hadley's discussion of the power of public sentiment is particularly discriminating. It is not necessarily true that there is a public sentiment in favor of a particular thing because a large number, even a majority of the people, are ready to vote for it. Opinions which a man maintains at the cost of another do not count largely in forming the general sentiment of the community, or in producing an effective public movement. They represent selfishness rather than public spirit. The true public spirit is one which "will subordinate personal convenience to collective honor."

We must agree with Mr. Hadley in his suggestion that there should be a more fully developed course of political education in our schools and colleges. Political education, as

\*THE EDUCATION OF THE AMERICAN CITIZEN. By Arthur Twining Hadley. New York: Charles Scribner's Sons.



he suggests, is not simply a study of facts about civil government, nor is it a training in those scientific principles which regulate the activity of governments. "It is not so much a development of certain kinds of knowledge as a development of certain essential qualities of character and habits of action." The characterization of subjects for such a course of study is one which we must unquestionably accept. It is subjects of an unprofessional character, things that are permanent and affairs that are large, which should serve as the basis of study, while a large part of the political education comes from the association of students.

Mr. Hadley puts forward a strong word against that tendency in modern education which seeks to introduce specialism and professional studies at too early a date. He contends that higher education makes people better workers, better members of a body politic, and better men morally and spiritually; and in his discussion of this subject he shows clearly the difference between college training and technical training.

In conclusion, it may be said that a distinct service has been rendered general education by the publication of these papers, inasmuch as they represent a thoroughly sound educational point of view, at the same time a point of view from which, in many quarters, there has been great divergence in the last few years.

WILLIAM R. HARPER.

#### STUDIES OF ROMAN INSTITUTIONS.\*

The two books before us — "Roman Public Life" by Professor Greenidge of Oxford, and "Roman Political Institutions" by Professor Abbott of the University of Chicago — are alike in their limitation to public institutions, and in the chronological boundaries set by their respective authors, each beginning with the earliest period and extending to the age of Diocletian. In purpose and method of treatment there is considerable difference. Professor Abbott's work is intended as an introductory text-book, for pupils planning a more extended course in Roman Institutions; the volume of Mr. Greenidge is one of Macmillan's well-known series of "Handbooks of

\*ROMAN PUBLIC LIFE. By A. J. H. Greenidge, M.A., Lecturer in Ancient History at Brasenose College, Oxford. New York: The Macmillan Co.

A HISTORY AND DESCRIPTION OF ROMAN POLITICAL INSTITUTIONS. By Frank Frost Abbott, Professor of Latin in the University of Chicago. Boston: Ginn & Co.

Archæology and Antiquities," and thus under greater obligation to be complete.

Professor Abbott makes a somewhat unusual division of his work, treating each of the three periods, — monarchical, republican, and imperial, — first from the historical and then from the descriptive point of view. This division is intentionally carried to such a point that the teacher may use either the historical or the descriptive sections separately if it be thought desirable. Of course it is impossible to make an absolutely exact division on such a basis, but the end in mind has been adequately secured. For the student who really wishes to go into the subject deeply, Professor Abbott has done an admirable service in his constant marginal references to sources, his select bibliographies for the various chapters, and at the close of many chapters his analyzed lists of passages in various ancient authors referring to the subjects treated in these chapters. The selections from the sources to which reference is made for Chapter V., for instance, cover fifty-six different subjects, and embrace fifty passages in Livy, twenty-four in Polybius, nine in Cicero, six in Eutropius, three each in Plutarch, Appian, and Gellius, one in Tacitus, one in Macrobius, and one inscription. References to the best modern critics of the sources are also given in many cases. Of course all this is not much to the average student, but the growing tendency to keep in mind the best rather than the average, in such matters, cannot be too highly commended.

Mr. Greenidge's book is not so well arranged nor so clearly written as that of Professor Abbott. It of course gives information on many points not taken up at all by the other, as has already been indicated. It may be questioned whether a "handbook" should concern itself so extensively as this does with what may, might, must, could, would, or should have been, or not have been. These doubtful forms of statement strike the eye so constantly that one feels for the moment almost like wondering whether anything at all really was, or was not, in the affairs of ancient Rome. Certainly one cannot lay the book down with the impression that the student of history as yet faces any great dearth of unsolved problems as subjects for theses and dissertations. These long-standing uncertainties, however, are not hopeless. Researches in the Greek papyri, for instance, have very recently thrown light upon points in Roman law which were heretofore in question.



The two writers are agreed in attributing the breakdown of the republican constitution to the weight of "empire." "The general machinery of government had broken down," says Professor Abbott, "under the strain put upon it by the policy of imperialism." Mr. Greenidge, after calling attention to the inconsistent and unsystematic nature of the earlier constitution, adds:

"But as the knots which the jurists could not untie were cut by the sword, and the constitution reverted to a type far simpler even than that of its origin, we must assume a weakness in the mixed system, which might not have rendered it inadequate as the government of a city state, or even of Italy, but certainly rendered it incapable of imperial rule. The test was a severe one, and the constitution which could not answer the strain need not be wholly condemned. For empire is a mere excrescence on the life of a state, a test neither of its goodness nor of its vitality."

There are many other details of these books which might be noticed, but we shall close with a single one, and that is the imperfection of the indices,—not serious, perhaps, as indices go, but it is certainly time that indices should go a different gait.

W. H. JOHNSON.

#### SIDE-LIGHTS ON ART HISTORY.\*

Beginning with Vasari and Billi, who wrote the lives of their contemporaries and immediate predecessors, and coming down through the long list which includes Morelli, Kugler, Mrs. Jameson, Richter, Lubke, and many others, the history of Italian art would seem to have been written so many times and from so many points of view as to make further words superfluous. But such a conclusion leaves out of account several things available to the modern writer, things which Vasari and even later authors knew not of. Vasari, indeed, had the enormous advantage of writing of the life that he himself lived, of the men that he knew, of the works that he had seen, and also of being in

position to see most of what was best in Italy. Moreover, as a practicing architect and a prolific painter he had the technical knowledge which enabled him to judge of what he saw, and he knew how to write about it in prose so charming that—all possible deductions to his discredit being granted—Vasari's "Lives" will always rank among the classics of the art student. But it was his disadvantage to have lived in an age which had little historic sense, and which also preceded the invention of the camera. In our time, history has developed into a science based on researches among archives, the evidence of documents, the sifting and comparing of testimony, and on explorations of various kinds. It may take several generations still to expurgate Vasari's narratives of their contradictions, misapprehensions, and guess-work; in the meantime, photography comes to the aid of the pen to furnish accurate and delightful reproductions, in black-and-white, of the great masterpieces in color or form. Thus, with new materials coming to hand and fresh means of illustration, the history of Italian art, though often told, may be regarded as still in the making, and there is justification for the many new books which seek to throw side-lights upon it, either as a whole or in parts.

Of such books, one of the most interesting is Mr. Edward C. Strutt's volume devoted to Fra Filippo Lippi, in which he attempts a refutation of the "legendary prejudices handed down to us by twelve generations of superficial or biassed critics"—prejudices voiced epigrammatically in Browning's dramatic monologue by the friar himself:

"Zooks, sir, flesh and blood,  
That's all I'm made of!"

While admitting many of the Carmelite's frailties, Mr. Strutt finds them only superficial compared with the depth and tenacity of his artistic nature. He finds him more, infinitely more, than mere "flesh and blood," attaining at times a degree of perfection absolutely incompatible with his supposed baseness of soul, and to a grandeur of conception and a technical skill which reveal him as the connecting link between Masaccio and Raphael, and, indeed, the truest herald of the Renaissance.

Both as man and artist, Fra Lippi gains much at the hands of his new biographer. It is shown that he was almost certainly a personal pupil of Masaccio's, and not simply a student of his works in the Brancacci Chapel, as implied by Vasari; that he never "threw off the clerical habit," but left the cloister of the Carmine with the prior's consent and permission, continuing to wear the habit of the order all his life, and remaining in cordial relations of friendship with his former brethren; that his motives for leaving were not only the hopes of acquiring wealth and greatness by the practice of his art, but also to support his poverty-stricken relatives, who otherwise must have starved.

Naturally, it was not long before the "glad monk" came under the spell of the great movement of his age—the Renaissance,—which was

\* FRA FILIPPO LIPPI. By Edward C. Strutt. Illustrated. New York: The Macmillan Co.

GREAT MASTERS IN PAINTING AND SCULPTURE. Edited by G. C. Williamson, Litt.D. New volumes: Rembrandt, by Malcolm Bell; Mantegna, by Mand Crutwell; Giotto, by F. Mason Perkins. Each illustrated. New York: The Macmillan Co.

STORIES OF THE TUSCAN ARTISTS. By Albinia Wherry. Illustrated. London: J. M. Dent & Co. New York: E. P. Dutton & Co.

THE MONASTERY OF SAN MARCO. By G. S. Godkin. Illustrated. London: J. M. Dent & Co. New York: E. P. Dutton & Co.

GREAT EPOCHS IN ART HISTORY. By James M. Hoppin. Illustrated. Boston: Houghton, Mifflin & Co.

THE SAINTS IN CHRISTIAN ART. By Mrs. Arthur Bell. Illustrated. New York: The Macmillan Co.

ITALIAN SCULPTURE OF THE RENAISSANCE. By L. J. Freeman, M.A. Illustrated. New York: The Macmillan Co.

in turn strongly influenced by him. The decisive turning-point in his life, however, was when he left Florence for Prato. Here for thirteen years he worked, completing that series of frescoes in the Duomo which constitutes not only the greatest achievement of his own career, but the most remarkable artistic event since the completion of Masaccio's frescoes of the Brancacci Chapel in Florence.

It must not be inferred that Mr. Strutt's biography is of the "whitewash" order now too prevalent. He grants that there were germs of sensuality and human passion in the young monk's breast, which, in the corrupt atmosphere of the Medicean court, blossomed forth and flourished until the poisonous weed almost stifled the beautiful flower of his better nature. But throughout all he finds a gradual and uninterrupted evolution of the artist toward a perfection which made him a powerful and abiding influence in the art of the Quattrocento. The Prato frescoes furnished suggestions for Botticelli's dancing nymphs and swaying angels; the *tondo* Madonna, now in the Pitti Palace, introduced a new interpretation of the old theme, which later reached its highest manifestation in Raphael's Madonna of the Chair; the background of the same picture was the direct precursor of figures in the historical paintings of Ghirlandajo and Raphael.

Three highly interesting personalities — Rembrandt, Mantegna, Giotto — form the subjects of the latest three volumes of the series of "Great Masters in Painting and Sculpture." Presenting respectively the greatest painter of the Dutch school, the chief of the Paduan, and the most epoch-making of the Florentine, they are an interesting group.

The Rembrandt volume is a condensation by Mr. Malcolm Bell of his own earlier work; and the task he has set himself is very like the one undertaken by Mr. Strutt for Lippi, — to give a truer and more kindly picture of one who has been misjudged sorely. But it is less entertaining as well as less convincing in style. The matter is divided into three parts — Rembrandt the Man, Rembrandt the Painter, and Rembrandt the Etcher. The illustrations are numerous, and the genealogical and chronological tables as complete as is possible with our uncertain knowledge.

The biographer of Mantegna, Miss Maude Cruttwell, has few accepted notions to dislodge, and no follies and frailties to condone. Mantegna was one who took life seriously, ardently, with no doubts of its worth nor of the value of his own labors therein. Straining every nerve toward the new ideals of life and thought which were to bring a fresh youth back to the world, he was among those who give significance to Morelli's term for this period — "the epoch of character." Some interesting pages of the opening chapter are devoted to a description of the Paduan school founded by Squarcione — archaeological rather than artistic, as

compared with the contemporary school at Florence.

Very iconoclastic indeed is Mr. F. Mason Perkins in his volume on Giotto. He places Giotto's birth some ten years earlier than Vasari's date, and makes him the son of a well-to-do landed proprietor instead of a poverty-stricken day-laborer; ignores the story of Cimabue's accidental discovery of the lad; sees evidence that so far as he may have had any real teaching beyond that of Nature herself, it came through the works of Giovanni Pisano; maintains that we may to a certain extent trace for ourselves the stages of his extraordinary development as an artist through the frescoes and paintings still remaining to us, ruined and repainted as in the majority of cases they are. But even more revolutionary than the chapters relating to Giotto himself are the two introductory chapters dealing with his forerunners and the influences which prepared the way for him. We have been accustomed to hear the now famous pulpit of the Baptistery at Pisa — the earliest known work of Niccolò Pisano — cited almost invariably as the first important product of what has been termed the "Modern Age" of Italian art. Mr. Perkins regards Niccolò far more as one gifted with unusual powers of appreciative selection than as a really extraordinary innovator. That mysterious personage, Cimabue, to whom the entire credit of the sudden revival of the pictorial arts in Tuscany has been long given, loses several of his laurels; in fact, he may be considered as a *type* representative of that artistic progress and advance which we know to have taken place in Florentine art during the latter part of the thirteenth century, rather than as any strictly defined personality.

As a whole, this twentieth volume of the "Great Masters" series is truly a model for a work of this class, — a combination of a biographical sketch and critical guide-book based on independent and scholarly investigation.

Of quite a different type from the foregoing books is the volume of "Stories of the Tuscan Artists," since it is not a critical work, and makes no pretension to original research. It is, however, a pleasant gathering together — chiefly for the sake of young people or of beginners in art-study — of tales relating either to the artists or to the subjects of their works. The illustrations (fifty-three in number), on which so much of the value of a work of this kind depends, are particularly well-chosen and admirably reproduced in photogravure and half-tone; moreover, the writer has a vivid and picturesque style, which holds the attention and makes the volume extremely readable. But it is not possible to rate highly a book so full of errors of the most patent and inexcusable nature. In art matters these are legion, and may easily mislead the amateur; but even a child in the infant class of a Sunday school will know better than to accept the statement on page 119, "Trajan, who was emperor of Rome at the time of the birth of Christ," etc.

These "Stories" begin with the sculptors of the school of Pisa and conclude with Botticelli as the most representative artist of the classical revival. Being so good for their purpose in many ways, it is a pity that a little kindly oversight should not have made this book a great deal better.

Closely connected with the art-life of Italy is the monastery of San Marco. Not only two great artists — Fra Angelico and Fra Bartolommeo — in succession dwelt within its cloisters, but nearly all of the Quattrocento artists fell more or less under the influence of its great preacher, Savonarola. Naturally, the larger part of Mr. G. S. Godkin's attractive book on "The Monastery of San Marco" is concerned with the brilliant but tragic story of Savonarola; but the illustrations are half-tones from Fra Angelico's frescoes, and some of the most interesting pages are in the concluding chapter, "After Savonarola." No traveller can be so phlegmatic as to stand within the walls of San Marco without a swelling heart; it is alive with innumerable memories, its cloisters and cells and library are eloquent of its glorious past. The late repentant Florentines have built within its walls a tomb to the prophet whom their fathers stoned; and in the Piazza Signoria, where "the martyr's soul went out in fire," was uncovered in May last a large bronze disc with a medallion bust of the great Frate, and an inscription recording the manner of his death "by an iniquitous sentence." The whole story is so well told in this book, that it will serve as the next best thing to an actual visit to the spot whither the thoughtful tourist is almost certain to turn his first steps after arrival in Florence.

Only one section of Professor James M. Hopkin's book on "Great Epochs in Art History" is devoted to Italian art, but it is the first and much the longest one (a hundred and twenty-five pages), and is called "Italian Religious Painting." Starting at the very beginning of painting, as found in the sacred places and houses of the first Christians of ancient Rome, the essay gives principal place to Giotto, Signorelli, the Sienese school, Benozzo, Gozzoli, Perugino, and Raphael. The story ends where Michael Angelo's work begins, although his name is introduced as "the last and greatest," and his "Creation of Man" in the Sistine Chapel is called "a sublimer reach of the imagination than all that had gone before which was called art." "And yet," adds the author, "the older Italian artists of the fourteenth and fifteenth centuries, in their simple nature and childlike faith, dwelt nearer the springs of divine inspiration in religious painting than Michael Angelo, and better exemplified the profound words of Protagoras, 'The true test of Art is its seeming absence.'" An interesting feature of this little sketch is the place given to the small towns as art-centres. Assisi, Orvieto, San Gimignano, Prato, Pistoja, and Arezzo are shown to have had quite as much as Florence to do with the development of Tuscan art; the evolution proceeded from mind to mind in unseen coils resem-

bling the development of new forms in nature, but the centres of art were changing continually. In general, this essay will be found a safe guide; but it was not the "Divided Annunciation" that inspired Browning's poem of "Fra Lippo Lippi" (as stated on page 67), but "The Coronation of the Virgin." Moreover, to call this volume "*Some Great Epochs in Art History*" would be surely a more appropriate title than its present one. The reader's sense of order is offended to find this first essay followed by one on Scopas, who lived four hundred years before Christ; and close upon its heels come "French Gothic Architecture" and "English Pre-Raphaelites." Excellent as each of these is in itself, they are too unrelated in time and character to admit a grouping under a title which implies some continuity, or at least some transcendent importance such as they hardly possess in art-history.

Inseparably connected with the study and enjoyment of art is a knowledge of symbolism. To trace the original significance of the symbols now interwoven with each Saint represented in art, to go back to the primal cause of the choice of some special patron by this or that section of the community, is to gain fresh light both on the meaning of any artist's work and also on the equally interesting evolution of popular belief. Good work has already been done by such students as Helmsdoerfer, Von Radowitz, Parker, and Mrs. Jameson; but in the field of symbolism, as elsewhere, there has been need for the modern process of scientific sifting. This has now been done most engagingly by Mrs. Arthur Bell, in her book of "Lives and Legends of the Evangelists, Apostles, and Other Early Saints." Here we have embodied recent discoveries, new facts of undoubted authenticity in the received biographies of many Saints; and even the comparatively uncertain field of legend is not without some illumination on several persistent yet hitherto inexplicable traditions. Both the text and the illustrations serve to mark the different stages of art development, the religious life of the various periods at which they were produced. Consequently, typical works are presented from masters as diverse as Fra Angelico, Luini, Sodoma, Memlinc, Madox Brown, and Holman Hunt.

Without disparagement to the foregoing books, it may still be said that the most important of all on our list is the last. New histories of art are less needed than books to tell us the reasons why we enjoy, or should enjoy, works of art when we see them. This is what Professor L. J. Freeman's work on "Italian Sculpture of the Renaissance" undertakes to do. Although the subject is treated chronologically, beginning with the Pisani and ending with Michael Angelo, it is addressed chiefly to the æsthetic sense. The author acknowledges that the scientist may classify Greek marbles as dispassionately as he would beetles, and gain in both instances the same intellectual pleasure. But this is the secondary value of art, the primary value being



to use the data of observation imaginatively, to find in it the same suggestions for fancy that one finds in music, in natural objects, in the spoken word.

These primary values vary in type continually, from the symbols of the mediæval carvers to the highly expressive sculpture of the sixteenth century. But the author's fullest strength is shown in his most difficult task—the analysis of reasons for our satisfaction or dissatisfaction in the works of Michael Angelo. Speaking of that great but early work, the "David," he says:

"The real reason, I think, for the lapses of enjoyment which are sure to occur during one's contemplation of the David is found in the fact that the young sculptor has chosen, as an older sculptor would not have chosen, to represent the most awkward state in the development of the human body, and every defect of development is emphasized by colossal size. So that, although the thing is so well done that it communicates the sensations of physical energy directly and with a rush, it is not, after all, a form that can steadily invigorate, for it is the arrest in stone of a transition in growth."

Between the completion of the "David" and the beginning of the plans for the tombs of the Medici in San Lorenzo, which are the exponents of Michael Angelo's second manner in sculpture, sixteen years had elapsed,—years of disappointment, disillusion, and, most insupportable of all, diversion of artistic energy into expression by means of painting. The kind of enjoyment gained from the artist in the work of these later years is not the kind given by sculpture ordinarily; and the observer who stands before the nudes of Michael Angelo neither as an artist nor as an anatomist is in a position analogous to one who listens to a play in a foreign language. The author's psychological explanation of the state of mind they induce is interesting, but we have space for only a brief quotation.

"The temperament feels what it brings the power to feel. Whatever the environment has been, if one is akin to Michael Angelo in temperament, he will feel before these figures the exaltation and incorporation of forces whose workings he has felt or is destined to feel, and he therefore obtains a great æsthetic pleasure. As it happens, the generations since Michael Angelo have shared in that temperament so generally that he has expressed them to themselves, and in so doing afforded to the modern consciousness the relief of defining itself in art.

"Yet as any mode of artistic expression, however deep and wide it be, will always be inadequate to human experience, there will always be a minority who feel its scope, but whom it does not express. Therefore there are temperaments who feel Michael Angelo's powerful communication of vitality, but cannot so enjoyably translate it into intimate emotion."

A work so individual and important as this cannot be represented justly by quotations; but after reading it one feels that the following words of the Introduction are hardly extravagant:

"Unless the architect who studies Brunelleschi's dome feels the unique beauty of its wonderful curve, unless the archaeologist who dates a Greek vase is in some degree teased out of thought by its loveliness of form, unless the poet, to whom Botticelli's Spring is a Lucretian allegory of the seasons, sees and feels the pattern of line intertwining with line, he is as blind to primary values as were the Roman peasants who made a quarry of the Forum, and burned antique marbles to procure the lime for their wretched huts."

ANNA BENNESON McMAHAN.

#### BRIEFS ON NEW BOOKS.

*An amusing  
text-book on  
English literature.*

"An Introduction to English Literature," by Mr. Maurice Francis Egan, is published by Messrs. Marlier & Co., evidently for the use of parochial schools. It is curious that a man of the author's parts should have been willing to present so distorted a view of the history of our literature, or to have made his theological bias so very evident. His idea seems to have been that every Catholic writer, no matter how insignificant, must be exalted. This leads to such results as four pages about Southwell in a chapter which can spare but a single page for Marlowe, to a whole chapter of twenty pages devoted to Pope, while Milton has to be contented with five, to the setting of Moore "in the first rank of lyrical poets," and to other like vagaries. But the real quality of this astonishing manual must be set forth by actual quotations. It is a little startling to be told that Milton "advocated polygamy," and that "Keats does not inspire or ennoble." When we read that "Shelley is enthusiastically admired by all who love poetry for the qualities that make it so entirely different from prose," we are much impressed by the profundity of the thought. It is also interesting to learn of Shelley that he "was born a poet of a very high order; he made himself a bad man." There is a finality about this pronouncement that leaves nothing further to be said. The late Aubrey de Vere, we are told, wrote "the most mighty drama since Shakespeare or Dryden." We have the greatest respect for Mr. De Vere's memory, as we trust our readers have also, but it may be well to jog the memory by saying that "Alexander the Great" is the name of this "mighty drama." Of Mr. Swinburne we read that "one of the saddest things in modern literature is the sight of this poet with a divine gift dissolving his pearls in acid for swine to drink." One inimitable paragraph must be quoted in full.

"Matthew Arnold's poems have great merit, but he was first of all a prose writer. His 'Thyrsis' has been much praised. He lacked Faith, and consequently Hope. The same may be said of Arthur Hugh Clough. Clough, knowing no Christ, is painfully gloomy. His 'Long Vacation Exercise' is an interesting exercise in hexameters; he had great talent."

We can recommend this book for amusement, if not exactly for instruction.

*A brief sketch  
of Longfellow  
and his work.*

The volume on Longfellow in the "Beacon Biographies" (Small, Maynard & Co.) is the work of Professor George Rice Carpenter. It was not to be expected, of course, that Professor Carpenter would say much that was new on the subject, especially within the limits of a hundred and fifty pages. The book is notable, however,—like some others in the series,—as being the work not of a contemporary nor of a too ardent worshipper, but of a critic who could handle his subject quite objectively. His aim has been to present the main facts of Longfellow's life



"with such comments as are now appropriate—the comments natural to men who have been born since Longfellow's best work was done, and who, though they honour him not less than did his contemporaries, must of necessity judge him, and the little world in which he moved, from a different point of view."

The picture of the poet's life in Brunswick and Cambridge, though necessarily but an outline, is sympathetic and, we believe, true. In his criticism of Longfellow's writings Professor Carpenter agrees in the main with his leading predecessors. He points out that we have outgrown the didacticism which the readers of sixty years ago found so inspiring; but dwells on the high distinction achieved by Longfellow in securing a permanent hold upon "the heart and intelligence of the people at large, of nineteen-twentieths of the race." He pays some attention to the foreign sources from which the poet drew his models and sometimes his ways of thinking—a subject which has never yet received adequate treatment. Altogether the author has succeeded remarkably well in preserving a good proportion and in producing an interesting narrative. For the frontispiece a reproduction of Samuel Lawrence's crayon portrait of 1854 has been wisely chosen: the one which best, to quote Mr. Winter, "preserves that alert, inspired expression which came into his face when he was affected by any strong emotion." It is significant that this portrait was made in the year in which Longfellow freed himself from the drudgery of college teaching and began to realize his dream of a life devoted wholly to letters.

*A handbook of French history.*

It is with something of surprise that the reader learns the contents of Mr. Arthur Hassall's volume on "The French People," in the series of "Great Peoples" issued by Messrs. Appleton & Co. The book is really not a history of the French people as such, but a history of France as viewed through its political events, and of the leadership of rulers and statesmen who have too often been inclined to follow their own will without consulting that of the people. Therefore, the one who seeks information as to how the nation lived through adversities and bore itself in peace and struggle, its resources, its prosperity, and its economic misery, seeks here in vain. Only occasionally is there a hint about what the people really thought and felt. A history of the French people which should picture it to us as the English people has been pictured, is something for which we may wait long. Meanwhile we are to be content with this really attractive volume, which, although repeating what has already been told so often, does it with a certain terseness of style and poignancy of phrase that make the old theme sound somewhat new. Mr. Hassall has usually the knack of making the subject he treats yield fresh interest and instruction. In this case some of the freshness of interest is due to the writer's very English attitude in judging French political life of the past and present. The book

seems to have been written with the main idea of demonstrating that France has never known how to inaugurate local or parliamentary government or foster popular freedom, but has been rescued from recurring anarchy only by a strong and generally arbitrary government. "The temper of the French people as seen in its government" might well have been the title of the book. And Mr. Hassall must be said to have been right in his estimate. But with all her fondness for a strong, even a military, government, France has nevertheless, even in her periods of absolute rule, given suggestions of freedom of a far subtler kind: the freedom of literary discussion, of artistic perfection, of philosophic inquiry, of amiable intercourse and good manners,—freedom depending upon maturity of mind and vivacity of temperament, such as Europe nowhere else evolved in so typical a fashion. The author has given some instances of this, but by no means enough of them. It is not quite fair to make political forms alone the basis from which to judge a nation's strength or influence. We think, however, that with the scope of inquiry which the author has set himself, the book will be found well worth reading, and may easily replace others on our shelves in which the same things are said less aptly.

*Secretary Alger's Own Story.*

So much controversy followed the purchase of Florida and its occupation by the United States, largely because of discussion of General Jackson's bold actions, that when some questioned the worth of the acquisition, stating that it was a land of swamps and forests, others replied, in facetious strain, that it was certainly productive—of documents. The latest contest with Spain in the same part of the world seems to be followed by similar evidence of productiveness; and, because of the bitter discussions and dissensions in army and navy circles, it may be a long time before anyone can tell in impartial and unprejudiced language the true story of the Spanish-American War. Certainly Secretary Alger could not be expected to do this, and his book at once takes its place in the list of controversial writings. It is not really an attempt to give the history of an international contest, as its title, "The Spanish-American War" (Harper), would indicate; but the purpose behind it was "to place on record some of the prominent facts connected with the organization, equipment, and movements of the army, together with the administration of the War Department, with the hope that such statement will serve a useful purpose as an example, should another crisis of the same kind occur." The war itself was marked by many surprises, where good fortune seemed to follow American movements at every turn. The resources of the country were scarcely touched before the fighting was over; and so the strain of the conflict being speedily ended, there was abundant opportunity for discussion and fault-finding. There was no prepar-

ation for war, and that the results were so generally favorable was no more surprising than was the comparatively quick organization and equipment of an army of a quarter of a million men, when there was in the country not a bit of khaki cloth for uniforms nor manufactory familiar with its production, and not duck cloth enough to make tents for the men. The chapters in Secretary Alger's book which tell of campaigns in which he did not participate will not be regarded of so much importance as those which tell of the campaigns in the Quartermaster's department in which he was vitally interested. And in all likelihood the judgment of the future historian will be that difficulties were met about as well as could have been expected considering the generation of peace after the Civil War.

*A doctor's words of wisdom.*

Without attempting to discuss "the quiddity of *ens*," Dr. Norman Bridge attacks, with acumen and good sense, some more or less abstruse questions in his little book, "The Rewards of Taste" (Stone), which also treats of "Some Tangents of the Ego," "The Mind for a Remedy," "The Etiology of Lying," "Man as an Air-Eating Animal," "The Psychology of the Corset," "The Physical Basis of Expertness," and "The Discordant Children." The essay chosen for the title-role is not the best of the series; it fails to strike the keynote of the volume. The writer has the experienced physician's observant eye, and he knows how to present his observations in an attractive form. Indeed, he betrays something of that genius which consists in imparting fresh interest and wonder to the commonplace. His discussion of abnormalities of temperament, and their proper treatment, is especially good. Among "tangents of the ego," self-conceit, in its varied forms, claims a foremost place. "Who ever knew a conceited man to be conscious of his conceit!" exclaims the author, almost in despair of a cure; and he elsewhere cites the bishop who protested that he was not conceited, but simply conscious of his own superiority. Truly, the reader will say to himself, he who reduces all his egoistic tangents to the normal curve is better than he that taketh a city. To Dr. Bridge the mental state of a patient is vastly more significant than the physical. In his chapter on "The Mind for a Remedy," he takes an attitude toward the pseudo-scientific modes of healing that is surprisingly tolerant in a doctor of "the old school." He admits the efficacy, in certain cases, of "some novelty or humbug, or a belief in the power of something beyond himself on which the patient leans or believes he leans." "The Etiology of Lying" attracts by its very title. But it makes perfect truthfulness appear so hopelessly unattainable as almost to constitute a defense of falsehood, despite the wise closing words of the essay. "Man as an Air-Eating Animal" arouses curiosity — and satisfies it. In short, there is hardly a chapter that will not engage the interest of even the most languid reader.

*Shakespeare as a constructive artist.*

In a substantial volume of four hundred and sixty pages entitled "Shakespeare's Plots" (Putnam), Mr. William H. Fleming discusses Shakespeare's constructive skill as an artist. All but the two introductory chapters are devoted to particular plays, — "Macbeth," "Merchant of Venice," "Julius Caesar," "Twelfth Night," "Othello." The story of each play is given at length in a running interpretation with comment on the technique of the plot. On the whole, Mr. Fleming has done a work well worth doing, and has done it well; but he starts out with a false assumption rather mechanically conceived. It does not follow that because "the curve is the line of beauty," "a drama is written, not in the form of a triangle, but in that of an arch." A graphic representation of any drama, showing the rise and fall, as in the semicircle he employs, would deviate so much from the curve as to destroy wholly any feeling of conformity to the "line of beauty." By the very nature of the effect it is to produce, a drama must not be a series of gradual changes, passing imperceptibly from one into the other. Mr. Fleming's style is simple to baldness, and far too often admits such sentences as, "Still another function which Viola fulfils is, she is Shakespeare's Type of the Normal." The analyses of the plots might very profitably have been brought within narrower limits, and the diffuseness of treatment is made the more obvious and irritating by such expressions as, "a technique that is simply perfect," "as fine work as Shakespeare ever did," employed without any attempt to indicate what makes the technique perfect or the work fine. The exclamatory method of imparting literary information is certainly no longer in vogue, and it never was especially illuminating. It is but fair to add that the volume contains a great deal of genuinely useful matter. It is the product of much careful, painstaking work, and it is presented clearly and directly, if not attractively. The reader can hardly fail to get from it a better notion of the organic unity of a great drama, a surer insight into the literary architectonics of the world's greatest artist.

*Lamarck and the Lamarckian Revival.*

The rise in this country and in France of a Neo-Lamarckian school of organic evolutionists has awakened interest in the life and work of its founder. A man of genius who lived in advance of his age, unappreciated, neglected, and forgotten, comes to his own after the lapse of a century. His views on evolution have now taken rank as recognized rivals of the natural selection theory of Darwin, and not only win much support in some quarters but stir up opposition in others. Professor Alpheus S. Packard, in his volume on "Lamarck, his Life and Work" (Longmans, Green, & Co.), has rendered material aid to this discussion by his sympathetic treatment of the life of this naturalist, the able presentation of his scientific achievements, and the detailed rendition of his views on questions

which have risen to prominence in the literature of recent years. The book is the outcome of a personal investigation of Lamarck's surroundings, his family history, his life at Paris, and his connection with the reorganization of the *Jardin des Plantes* and the establishment of the great Paris Museum of Natural History after the French Revolution. Lamarck was eminent not only as a botanist but preëminently as a zoölogist. He did some creditable work in geology, meteorology, and physical science, and became the father of invertebrate paleontology. Professor Packard has traced in his writings the steps in the growth of the theory which took final form in his *Philosophie Zoologique*. He also summarizes his views on the evolution of man, on morals, and on the relation of science and religion. The distinctions between Darwinism and Lamarckism, and the relations of the former to the modern school which claims kinship, are clearly stated. A full bibliography of Lamarck's writings is appended.

Two text-books  
of American  
literature.

The teacher of literature in our schools has no longer cause to complain of the lack of good text-books.

Ten years ago, that lack constituted a real grievance, but so many excellent manuals have appeared during the past decade that the difficulty is now simply one of selection. Mr. A. G. Newcomer's "*American Literature*" (Scott, Foresman & Co.) is a recent addition to the list, and seems to us quite as good as any of its competitors. It remains a readable book, without sacrificing to diffuseness and the essay style the essential qualities of concise and accurate statement that must characterize a good working text. Its judgments are sober and well-considered, not diverging very far from what the writer calls "current estimates." The appendix of bibliographical notes and chronological tables is very useful, as is also the section of "Suggestions for Reading and Study." In the matter of illustrative extracts the author, while not eschewing them altogether, is economical of his space, and finds room only for what is peculiarly typical or suggestive. — Miss H. L. Mason's "*American Literature: A Laboratory Method*" (Philadelphia: The Author) is a text of wholly different type. It is not a book to be read at all, but rather a set of syllabi and exercises, based upon a working list of reference books. There are about twenty of these syllabi, each having a definite subject (such as "Criticism of Society," "Nature Studies," "The International Novel," and the like). Each syllabus outlines a course of reading, and tests the thoroughness with which it has been pursued by an ingenious series of suggestive and rather searching questions. There is no doubt of the value of this method of study, although we believe it should always be coupled with the use of a consecutive historical text. When suitable library facilities are to be had, we can commend the present volume as an important adjunct in the work of teaching.

Rambling chapters  
about children.

"The Mind of the Child" (Longmans) is the title of a volume by Mr. Ennis Richmond which in reality contains a rambling discourse, with a strong moralizing flavor, about the very many things one is likely to say concerning children, if one sets out to talk rather aimlessly yet coherently of these interesting bits of humanity. There is naturally much to be said concerning the relation of parents to children, and the responsibility of modern educational systems for children's failings. There is the usual note of warning that in our zeal for child-study we may omit the best part of childhood. But all this has been said before, to the weariness of listeners at educational meetings; and there is no need of reducing to cold, enduring print what may have properly served for the passing interest of an active discussion. No amount of such writing will have the slightest influence upon matters pertaining to the study of children. The most praiseworthy fact about the book is that the author does not tell us that it was printed at the urgent solicitation of friends; for in most books of this type that ominous sentence meets the eye on the first page.

#### BRIEFER MENTION.

A charming little book, just published by Messrs. A. C. McClurg & Co. and printed at the Merrymount Press, is called "Right Reading," and is further described as containing "words of good counsel on the choice and use of books selected from the writings of ten famous authors." The counsellors in the case are Helps, Carlyle, Disraeli, Emerson, Schopenhauer, Ruskin, J. C. Hare, Mr. John Morley, Lowell, and Mr. Frederic Harrison. Some of these chapters are familiar enough, but others are not known half as generally as they should be. We are particularly glad to find the pungent passage from Schopenhauer's "*Parerga and Paralipomena*," as translated by Mr. T. Bailey Saunders.

Several excellent text-books for the study of civil government in the United States have been produced of late years, but all of them — with the exception of Professor Hinsdale's "*The American Government*" — have been unsatisfactory for the simple reason that they did not contain enough matter for the needs of the student. This complaint cannot be made of "*The Federal State*" (Macmillan), by Mr. Roscoe Lewis Ashley, which is a volume of six hundred pages, discussing every aspect of the subject that a teacher could wish, and is both attractive in presentation and logical in arrangement. Every educator knows the superior value of a book in which the student may delve, over a book which he is expected to learn outright, and Mr. Ashley's manual has this good quality, besides illustrating all the other good qualities of its competitors. It seems to us to be exactly the book that has long been needed, and we strongly recommend it for use in the higher grades of secondary school work.

A memorial volume containing many tributes to the late Lewis G. Janes is published by the James H. West Co. Books of this sort are apt to be somewhat perfunctory, but it is impossible to read the present



volume without being impressed by the heartfelt sincerity of what is said, and by the almost complete absence of the perfunctory element. The tributes are from many hands and hearts, from the associates of Dr. James in the work of the Brooklyn Ethical Society, the Greenacre Summer School, the Anti-Imperialist League, and the other good causes which he did so much to further. His friends will prize the volume, and to those who did not know him it will be interesting in its revelation of the intellectual effort, noble character, and simple goodness of its subject.

Volume IV. of the "Publications of the Mississippi Historical Society," edited by Secretary Franklin L. Riley, comes to us from Oxford, Miss. It is a stout volume of five hundred pages, including much valuable matter. The Rev. Edward Everett Hale's documentary contribution on "The Real Philip Nolan" is the feature of greatest general interest; but the student of history will find his account in many other of the papers offered, for example, in Mr. J. W. Garner's study of "The First Struggle over Secession," or Mr. A. H. Stone's examination of the state Constitution and Statutes in their relation to the freedmen. The volume has its literary interest, too, in the form of Prof. Dabney Lipcomb's study of the writings of T. A. S. Adams.

An interesting book has been made out of the "Saturday Review" of the New York "Times" by collecting the series of personal sketches of recent American writers that have been prepared for that paper by various hands. Mr. Francis Whiting Halsey has edited the volume, which is called "Authors of Our Day in their Homes." The number of authors included is twenty-two, and the illustrations are either portraits or photographs of library interiors. This work is published by Messrs. James Pott & Co. Mr. Halsey has also made a volume, this time of his own writings contributed to various periodicals, which he calls "Our Literary Deluge and Some of Its Deeper Waters," and which is published by Messrs. Doubleday, Page & Co.

That veteran Grecian, Professor Alexander Kerr, of the University of Wisconsin, has just published, through Messrs. Ginn & Co., an edition of the "Bacchæ" of Euripides, text and translation. The Greek and the English face each other upon the pages, and the latter is given us in stately and harmonious verse that it is a distinct pleasure to read. Professor Kerr is also engaged upon a translation of Plato's "Republic," in pamphlet parts, containing one book each. The notes are few but well selected, and take their place at the foot of the page. Two parts have thus far been issued by the publishers, Messrs. Charles H. Kerr & Co. It is a real boon to students to have the "Republic" made accessible in English in this inexpensive form.

"Behind the Grill," by Mr. Duncan Francis Young, is a little book published by the Abbey Press. It tells in the form of brief chapters, many of which are single anecdotes, of the tribulations of the cashier of a small country bank. Written without any pretensions to literary style, these reminiscences are pointed and interesting, revealing as they do so much of the petty meanness in human nature, and recounting so many of the devices by which careless or dishonest persons contrive to make life a burden for the bank cashier. Readers who do not know very much of the business of banking will find this an instructive little book, as well as an amusing one.

## NOTES.

"Westminster," by Mr. Reginald Airy, is a new volume in the series of "Handbooks to the Great Public Schools," published by the Macmillan Co.

"Ioläus," an anthology of friendship compiled by Mr. Edward Carpenter, is announced for publication this month by Mr. Charles E. Goodspeed of Boston.

"The Story of Pemaquid," by Mr. James Otis, is the second volume in the series of interesting little books called "Pioneer Towns of America," published by Messrs Thomas Y. Crowell & Co.

The Bibliographical Society of Chicago will shortly issue a reprint, limited to three hundred copies, of the celebrated paper by Augustus de Morgan "On the Difficulty of Correct Description of Books."

Mr. Bliss Perry's series of "Little Masterpieces" by Bacon, Swift, Milton, Goldsmith, Johnson, and Emerson, form a set of six inviting and companionable little books published in uniform dress by Messrs. Doubleday, Page & Co.

Messrs. Henry Holt & Co. have just published a thin volume of "Four-Place Logarithmic Tables," prepared for use in the Yale entrance examinations. Mr. Percy F. Smith, of the Sheffield Scientific School, is the compiler of this work.

"Roget's Thesaurus" is just fifty years old, but still proves useful. It is now sent us by Messrs. Thomas Y. Crowell & Co., in an edition which is a new impression of the revised form given it in 1879 by Mr. John Lewis Roget, the son of the compiler.

In the latest volume of the dainty "Vest Pocket Series," published by Mr. Thomas B. Mosher, are brought together three of Robert Louis Stevenson's best-known essays,—"Es Triplex," "Ordered South," and "Walking Tours."

A "play-goer's edition" of "Soldiers of Fortune," by Mr. Richard Harding Davis, is published by Messrs. Charles Scribner's Sons. Photographs of characters and scenes in the dramatic presentation of the novel constitute the distinctive feature of this edition.

Mr. J. Walker McSpadden has prepared for the Messrs. Crowell a small volume of "Shaksperian Synopses,"—the plays being outlined act by act,—which we should fancy might be found quite useful, both as a help for students and as a manual for hasty reference.

The American Book Co. send us the "Outlines of Botany," by Mr. Robert Greenleaf Leavitt. This work, which is based upon Gray's "Lessons," is a laboratory and classroom manual, prepared for high school use at the request of the Botanical Department of Harvard University.

"Helpful Thoughts from the Meditations of Marcus Aurelius Antoninus," selected by Mr. Walter Lee Brown, is a pretty pocket volume just published by Messrs. A. C. McClurg & Co. "Thoughts which have helped me," is the motto of the compiler and the basis upon which his selection has been made.

We note with pleasure that works of recent literature are being selected with increasing frequency for publication as annotated modern language texts. "Der Talisman," by Herr Ludwig Fulda, has attracted the pedagogical eye of Dr. C. W. Prettyman, and, in a school edition published by Messrs. D. C. Heath & Co., is made accessible to many readers who would not be likely otherwise to get possession of it. Another modern



text, sent us by Messrs. Henry Holt & Co., is a thin volume of Herr Gottfried Keller's "Legenden," edited by Miss Margarete Müller and Miss Carla Wenckebach.

"Hasty Pudding Poems," compiled and edited by Mr. Rodney Blake, is published by the New Amsterdam Book Co. It is a collection of "impulsive and impromptu verses," containing such things as poems on panes, rhyming wills, old tavern signs, advertisements in rhyme, death-bed verses, and other curious and ingenious matters.

"A History of Ancient Greek Literature," by Dr. Harold N. Fowler, is one of the "Twentieth Century Text-Books" of the Messrs. Appleton. Primarily a college manual of the subject, the work is yet one that may be read with interest, and contains, as the author observes, "little or nothing which should not be familiar to every educated man and woman."

"Eadie's Biblical Cyclopædia" (Lippincott) is an old stand-by in the orthodox household, and its continued popularity is attested by the new edition now published. A number of good scholars have taken part in the revision, although the treatment of many subjects is still far from modern and scientific. There are nearly seven hundred pages, with many illustrations.

"The Life of John Ruskin," by Mr. W. G. Collingwood, as now published by Messrs. Houghton, Mifflin & Co., is primarily a condensation of the more extended biography of 1893. But much of the text has been rewritten, and many new details added, while the narrative is now brought down to the end of Ruskin's life. There are even a number of letters now printed for the first time.

"The Umbrian Towns," published by the A. Wessels Co., is a volume in the series of historical guide-books projected, and partly carried out, by the late Grant Allen. The work is prepared by Messrs. J. W. and A. M. Cruickshank, who have been faithful to Allen's general plan, ignoring petty information, and placing the emphasis upon matters of real historical and artistic significance. These books supplement the orthodox guides, but by no means take their place.

The second and concluding part of the New Velázquez Spanish-English Dictionary, as revised and enlarged by Messrs. Edward Gray and Juan L. Iribas, will be published at an early date by Messrs D. Appleton & Co. The revision has been done with unusual thoroughness, the entire text being recast, modified, and modernized. Nearly eight thousand new titles and several hundred new idioms are contained in the first part alone. The "New Velázquez" must undoubtedly take its place as the standard Spanish-English dictionary.

A volume of "Notes on Child Study," by Dr. Edward Lee Thorndike, is published by Columbia University as a double number in its philosophical series. The book is exactly what it pretends to be, a volume of lecture-notes for use in pedagogical teaching, and it is now printed that students in pedagogical courses may use it as a sort of syllabus in their work. The volume offers suggestions for practical exercises of many kinds, and, in the hands of a teacher who knows how to use such material, ought to prove an exceedingly useful adjunct to his instruction.

Dr. Thomas Dunn English, who died on the first of the month, had nearly completed his eighty-third year, having been born in 1819. Although a fairly prolific literary worker, his fame may be said to have suffered

rather than benefitted by the wide popularity of a single song. He was so generally known as the author of "Ben Bolt" that in the public mind his name came to be associated with that song alone, just as the name of John Howard Payne is associated with "Home, Sweet Home," regardless of "Brutus" and all the other "works." Among the books of Dr. English, the following list is fairly representative, although far from complete. It comprises "American Ballads," the "Boy's Book of Battle Lyrics," "Select Poems," "Fairy Stories and Wonder Tales," "Jacob Schuyler's Millions," and "Ambrose Fecit." There are also several plays to the credit of this writer. Most of the work here mentioned dates from his later years, but we get some idea of his relations with an earlier period when we remember that "Ben Bolt" was written in 1842, and that Poe, in "The Literati," paid him his compliments. Dr. English's son-in-law, the Rev. Arthur Howard Noll, will probably collect the literary remains of this worthy man of letters.

#### LIST OF NEW BOOKS.

[The following list, containing 110 titles, includes books received by THE DIAL since its last issue.]

#### BIOGRAPHY AND MEMOIRS.

- A Grand Duchess: The Life of Anna Amalia, Duchess of Saxe-Weimar-Eisenach, and the Classical Circle of Weimar. By Frances Gerard. In 2 vols., illus. in photogravure, etc., 8vo, gilt tops, uncut. E. P. Dutton & Co. \$7.50 net.
- Plato. By David G. Ritchie, M.A. 12mo, pp. 228. "World's Epoch-Makers." Charles Scribner's Sons. \$1.25.
- Samuel de Champlain. By Henry Dwight Sedgwick, Jr. With photogravure portrait, 18mo, gilt top, uncut, pp. 126. "Riverside Biographical Series." Houghton, Mifflin & Co. 65 cts. net.
- Lewis G. Jones, Philosopher, Patriot, Lover of Man. Illus., 16mo, gilt top, pp. 215. Boston: James H. West Co. \$1.

#### HISTORY.

- Historical Essays. By Members of the Owens College, Manchester; Published in Commemoration of Its Jubilee (1851-1901). Edited by T. F. Tout, M.A., and James Tait, M.A. Large 8vo, uncut, pp. 557. Longmans, Green, & Co. \$5.
- A Short History of Germany. By Ernest F. Henderson. In 2 vols., large 8vo, gilt tops, uncut. Macmillan Co. \$4. net.
- Publications of the Mississippi Historical Society. Edited by Franklin L. Riley. Vol. IV. Large 8vo, uncut, pp. 506. Oxford, Miss.: Published by the Society.

#### GENERAL LITERATURE.

- The Italian Renaissance in England: Studies. By Lewis Einstein. With photogravure frontispiece, 12mo, gilt top, uncut, pp. 420. "Columbia University Studies in Comparative Literature." Macmillan Co. \$1.50 net.
- Our Literary Deluge, and Some of Its Deeper Waters. By Francis Whiting Halsey. 12mo, uncut, pp. 255. Doubleday, Page & Co. \$1.25 net.
- Authors of Our Day in their Homes: Personal Descriptions and Interviews. Edited, with additions, by Francis Whiting Halsey. Illus. in photogravure, etc., 16mo, gilt top, pp. 299. James Pott & Co. \$1.25 net.
- Parables of Life. By Hamilton Wright Mabie. Large 8vo, gilt top, uncut, pp. 103. New York: The Outlook Co. \$1. net.
- One World at a Time: A Contribution to the Incentives of Life. By Thomas R. Slicer. 8vo, gilt top, uncut, pp. 269. G. P. Putnam's Sons. \$1.35 net.

#### NEW EDITIONS OF STANDARD LITERATURE.

- Complete Poetical Works of Bayard Taylor. "Household" Edition. Illus., 12mo, pp. 361. Houghton, Mifflin & Co. \$1.50.

- The *Æneid* of Virgil, Books I-VI. Trans. by Harlan Hoge Ballard. 12mo, gilt top, uncut, pp. 280. Houghton, Mifflin & Co. \$1.50 net.
- Little Masterpieces. Edited by Bliss Perry. New vols.: Emerson, Goldsmith, Johnson, Bacon, Milton, and Swift. Each with photogravure portrait, 24mo, gilt top. Doubleday, Page & Co. Per vol., 50 cts.
- Helpful Thoughts from the Meditations of Marcus Aurelius. Selected by Walter Lee Brown. 16mo, gilt top, uncut, pp. 127. A. C. McClurg & Co. 80 cts. net.
- The Best of Balzac. Edited by Alexander Jessup. With photogravure portrait, 16mo, gilt top, uncut, pp. 315. L. C. Page & Co. \$1.25.
- The Consolation of Philosophy. Trans. by W. V. Cooper. With frontispiece, 24mo, gilt top, uncut, pp. 175. "Temple Classics." Macmillan Co. 50 cts.

## BOOKS OF VERSE.

- Cape Cod Ballads, and Other Verse. By Joe Lincoln; illus. by E. W. Kemble. 12mo, uncut, pp. 198. Trenton: Albert Brandt. \$1.25 net.
- The Woman Who Went to Hell, and Other Ballads and Lyrics. By Dora Sigerson (Mrs. Clement Shorter). With frontispiece, 12mo, uncut, pp. 36. London: The De La More Press.
- Hasty Pudding Poems: A Collection of Impulsive and Impromptu Verses. Compiled and edited by Rodney Blake. 16mo, pp. 151. New Amsterdam Book Co. 75 cts.
- The Orphean Tragedy. By Edward S. Creamer. 12mo, pp. 153. Abbey Press. \$1.

## FICTION.

- The Conqueror: Being the True and Romantic Story of Alexander Hamilton. By Gertrude Franklin Atherton. 12mo, gilt top, uncut, pp. 546. Macmillan Co. \$1.50.
- The Battle-Ground. By Ellen Glasgow. Illus. in colors, etc., 12mo, pp. 512. Doubleday, Page & Co. \$1.50.
- The Making of a Statesman, and Other Stories. By Joel Chandler Harris. 12mo, uncut, pp. 247. McClure, Phillips & Co. \$1.25.
- The Dark o' the Moon. By S. R. Crockett. Illus., 12mo, pp. 454. Harper & Brothers. \$1.50.
- Dorothy South: A Love Story of Virginia just before the War. By George Cary Eggleston. Illus., 12mo, gilt top, uncut, pp. 453. Lothrop Publishing Co. \$1.50.
- The Captain of the Gray-Horse Troop. By Hamlin Garland. With portrait, 12mo, pp. 415. Harper & Brothers. \$1.50.
- Monica, and Other Stories. By Paul Bourget; trans. by William Marchant. 12mo, uncut, pp. 289. Charles Scribner's Sons. \$1.50.
- Hohenzollern: A Story of the Time of Frederick Barbarossa. By Cyrus Townsend Brady. Illus., 12mo, uncut, pp. 288. Century Co. \$1.50.
- The Prince Incognito. By Elizabeth Wormeley Latimer. 12mo, gilt top, pp. 320. A. C. McClurg & Co. \$1.50.
- The Blazed Trail. By Stewart Edward White. Illus., 12mo, uncut, pp. 413. McClure, Phillips & Co. \$1.50.
- Monsieur Martin: A Romance of the Great Swedish War. By Wymond Carey. 12mo, pp. 356. G. P. Putnam's Sons. \$1.20 net.
- The Game of Love. By Benjamin Swift. 12mo, pp. 314. Charles Scribner's Sons. \$1.50.
- Rockhaven. By Charles Clark Munn. Illus., 12mo, gilt top, uncut, pp. 384. Lee & Shepard. \$1.50.
- The Little Brother: A Story of Tramp Life. By Josiah Flynt. With frontispiece in colors, 12mo, uncut, pp. 254. Century Co. \$1.50.
- The Beau's Comedy. By Beulah Marie Dix and Carrie A. Harper. With frontispiece, 12mo, pp. 320. Harper & Brothers. \$1.50.
- Mary Garvin: The Story of a New Hampshire Summer. By Fred Lewis Pattee. Illus., 12mo, pp. 383. T. Y. Crowell & Co. \$1.50.
- The Master of Caxton. By Hildegarde Brooks. 12mo, gilt top, uncut, pp. 411. Charles Scribner's Sons. \$1.50.
- A Roman Mystery. By Richard Bagot. 12mo, gilt top, uncut, pp. 350. John Lane. \$1.50.
- Angelot: A Story of the First Empire. By Eleanor C. Price. Illus., 12mo, pp. 464. T. Y. Crowell & Co. \$1.50.
- The Son of a Fiddler. By Jennette Lee. 12mo, pp. 286. Houghton, Mifflin & Co. \$1.50.

- The Madness of Philip, and Other Tales of Childhood. By Josephine Dodge Daskam. Illus., 12mo, uncut, pp. 223. McClure, Phillips & Co. \$1.50.
- Soldiers of Fortune. By Richard Harding Davis. "Play-Goers" edition; illus. with scenes from the play, 12mo, pp. 364. Charles Scribner's Sons. \$1.50.
- The Romance of a Rogue. By Joseph Sharta. With frontispiece, 12mo, gilt top, uncut, pp. 249. H. S. Stone & Co. \$1.50.
- The 13th District: A Story of a Candidate. By Brand Whitlock. 12mo, gilt top, pp. 490. Bowen-Merrill Co. \$1.50.
- The Mystery of the Sea. By Bram Stoker. 12mo, pp. 498. Doubleday, Page & Co. \$1.50.
- Red Saunders: His Adventures West and East. By Henry Wallace Phillips. With frontispiece, 12mo, uncut, pp. 210. McClure, Phillips & Co. \$1.25.
- Enoch Strone. By E. Phillips Oppenheim. 12mo, pp. 293. G. W. Dillingham Co. \$1.50.
- Young Howson's Wife. By A. E. Watrous. 12mo, pp. 300. New York: Quail & Warner. \$1.50.
- The Sin of Jasper Standish. By "Rita." 12mo, pp. 340. R. F. Fenno & Co. \$1.25.
- The Lady of New Orleans: A Novel of the Present. By Marcellus Eugene Thornton. 12mo, pp. 330. Abbey Press. \$1.50.
- Mabel Thornley; or, The Heiress of Glenwood and Glen-dinning. By R. C. Bailey. 12mo, pp. 271. Abbey Press. \$1.25.

## TRAVEL AND DESCRIPTION.

- The Moors: A Comprehensive Description. By Budgett Meakin. Illus., large 8vo, pp. 503. Macmillan Co. \$5.
- The Land of Nomes: A Narrative Sketch. By Lanier McKee. 12mo, uncut, pp. 260. New York: Grafton Press. \$1.25.

## RELIGION AND THEOLOGY.

- The Law of Growth, and Other Sermons. By the Rt. Rev. Phillips Brooks, D.D. 12mo, gilt top, pp. 381. E. P. Dutton & Co. \$1.20 net.
- The Carpenter Prophet: A Life of Jesus Christ and a Discussion of His Ideals. By Charles William Pearson. 12mo, gilt top, uncut, pp. 288. H. S. Stone & Co. \$1.50.
- The Elizabethan Prayer-Book and Ornaments. With an Appendix of Documents. By Henry Gee, D.D. 12mo, uncut, pp. 288. Macmillan Co. \$1.25 net.
- The Next Great Awakening. By Josiah Strong. 12mo, pp. 233. Baker & Taylor Co. 75 cts. net.
- The Unsealed Bible; or, Revelation Revealed. By Rev. George Chaine. Vol. I., Genesis. 8vo, pp. 388. Chicago: School of Interpretation.
- Psychic Research and Gospel Miracles. By Rev. Edward Macomb Duff, M.A., and Thomas Gilchrist Allen, M.D. 12mo, pp. 398. Thomas Whittaker. \$1.50 net.
- Studies in the Life of Christ. By Thomas Eddy Taylor, S. Earl Taylor, and Charles Herbert Morgan. Large 8vo, pp. 226. Jennings & Pye. 75 cts.
- The First Years of the Life of the Redeemed after Death. By William Clarke Ulyat, A.M. 12mo, pp. 267. Abbey Press. \$1.25.
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